

INTRODUCTION



March 2002

Throughout our history, public education has opened the doors of opportunity to millions of Americans. As a proud product of North Carolina's public schools, I recognize how critical high-quality education is to the future of our nation. One of my highest priorities in the Senate is to ensure that all our schools have the resources they need to educate the next generation of leaders.

Congress recently passed the No Child Left Behind Act of 2001, ending years of partisan wrangling over the future of American education. Too often, the debate focused on *whether* the federal government should have a role in local public schools rather than *how* we in Washington can be most helpful to the teachers, principals and superintendents who work hard every day for our children. With this bipartisan legislation, we are moving beyond the false choice between more spending on education versus greater accountability for our schools. It recognizes that while Washington has a clear responsibility to our children, states and localities need flexibility to get the job done. It strikes the right balance by both giving more to our schools and expecting more in return. It recognizes that every child in America has a right to a world-class education and provides the resources our schools need to make this right a reality. As a member of the Senate Committee on Health, Education, Labor, and Pensions, I was proud to take part in crafting this legislation. I believe that in conjunction with ongoing federal investment in our schools, the No Child Left Behind Act will help fulfill the promise of a better education and greater opportunity for every child in America.

Too many of the nation's public schools have fallen short of this great and noble goal in recent years and many of them are facing challenges that they have never encountered before. Ninety percent of all American children attend public schools and enrollment is at an all-time high of 53 million children. Besides being bigger, the student population is also more diverse than ever. Approximately 4.1 million children come to school with limited proficiency in English – an increase of 104 percent in the last 10 years. More than 10 million children live in poverty and depend on schools to provide a safe and healthy learning environment, something their homes and neighborhoods may not. In November 2001, a Congressional report estimated that during the next school year, the number of children in poverty will grow by 650,000. At the same time, many states, North Carolina included, are facing budget deficits as a result of the flagging

economy. Since nearly one-third of the state's budget goes to education funding, our schools are likely to bear the brunt of these deficits.

Just as these challenges are growing, our teaching force is shrinking. Over the next 10 years, we will need to hire two million more teachers just to offset retirements, and many more will be necessary to meet burgeoning enrollments. Given these realities, we must act now to do all we can to help schools and communities meet their need, so that every child will have the opportunity to enjoy a world-class public education.

North Carolina has much to offer in the national education reform efforts. We should all be proud that so many of the ideas that drive North Carolina's school system are contained in the No Child Left Behind Act: high standards for all children, real accountability for results, and strong support for schools that need help. I am especially pleased that the legislation contains my proposal to bring trained Assistance Teams to all failing schools in the country, a practice that North Carolina has used with great success. The teams work with school staff and local boards of education to restore educational quality, to improve student performance. Basically, the Assistance Teams work to turn schools around. It's a simple idea, but sometimes simple ideas can lead to dramatic results. In North Carolina, we have made some impressive progress, now the rest of the nation will be able to share in our progress.

A major goal of the No Child Left Behind Act is to reduce the educational achievement gap between disadvantaged students and their more affluent peers, and between minority and other students. Wide gaps between these students have been tolerated for far too long. Under the new law, student achievement results will be reported by race, disability, limited English proficiency, and poverty, so that states, school districts, and schools will be held accountable for improving the performance of *all* children.

However, school improvement has significant costs and accountability on the cheap is impossible. I am pleased that the No Child Left Behind Act contains a substantial down payment on the cost of school reform. North Carolina's schools will receive over \$1 billion in federal school aid next year – \$100 million more than they received last year. While this amount is substantial, it will not be sufficient by itself. I will continue to work in the Senate to provide adequate resources to our schools.

The No Child Left Behind Act ensures that as we invest more in our schools, we spend our money wisely. Federal education funds, to an unprecedented degree, will be targeted on the children who need help the most, but too often get the least from public education.

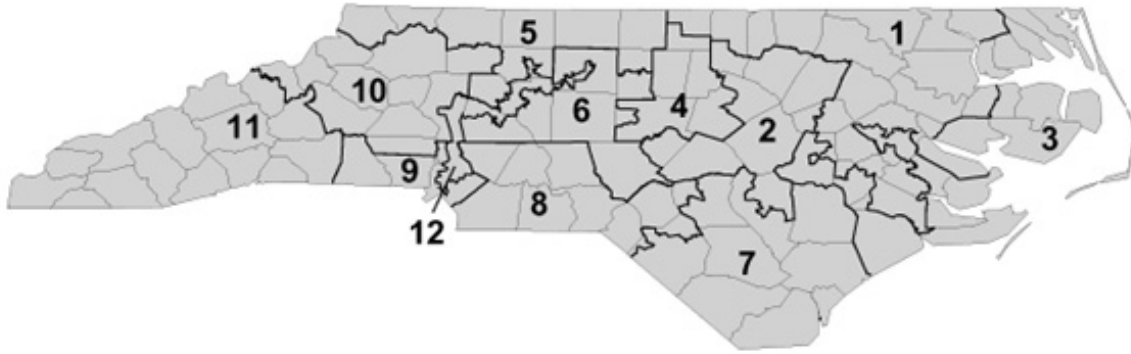
Specifically, the new law will help all North Carolina schools:

- ✓ ensure that a qualified teacher is present in every classroom by expanding opportunities for professional development and strengthening the skills of new and veteran teachers alike.
- ✓ continue to reduce class size, particularly in the early grades.
- ✓ expand after-school activities so that more students will have extra opportunities to stay off the street and improve their learning.
- ✓ strengthen programs to make schools safe and drug-free.
- ✓ create and expand early reading programs, so that all children read well by the end of the third grade.
- ✓ encourage greater parental involvement, and greater public school choice options for parents.

The new law includes all of these reforms, and it rejects the failed experiments of private school vouchers and block grants to states.

In sum, the bipartisan No Child Left Behind Act lays a solid foundation for major improvements in every public school in America. Our enduring challenge is to do all we can in the years ahead to achieve its full potential for *all* of America's children. The children of North Carolina, and of our entire nation, deserve no less.

**THE NO CHILD LEFT BEHIND ACT WILL INCREASE INVESTMENT
IN NORTH CAROLINA'S SCHOOLS**



Title I Funding by Congressional District¹:

✓ 1 st Congressional District:	\$37 million (an increase of \$6 million)
✓ 2 nd Congressional District:	\$26 million (an increase of \$5 million)
✓ 3 rd Congressional District:	\$27 million (an increase of \$5 million)
✓ 4 th Congressional District:	\$18 million (an increase of \$4 million)
✓ 5 th Congressional District:	\$15 million (an increase of \$3 million)
✓ 6 th Congressional District:	\$12 million (an increase of \$2 million)
✓ 7 th Congressional District:	\$32 million (an increase of \$6 million)
✓ 8 th Congressional District:	\$29 million (an increase of \$6 million)
✓ 9 th Congressional District:	\$22 million (an increase of \$5 million)
✓ 10 th Congressional District:	\$15 million (an increase of \$3 million)
✓ 11 th Congressional District:	\$17 million (an increase of \$3 million)
✓ 12 th Congressional District:	\$39 million (an increase of \$9 million)

¹ School districts crossing Congressional boundaries are counted for all Congressional districts impacted.

Statewide Funding under Selected Federal Programs (for 2002-2003 school year)²

✓ Title I:	\$250 million (an increase of \$57 million)
✓ IDEA (special education):	\$226 million (an increase of \$35 million)
✓ Teacher Quality:	\$62 million (an increase of \$19 million)
✓ Bilingual Education:	\$6 million (an increase of \$4 million)
✓ Impact Aid	\$15 million (an increase of \$4 million)
✓ Education Technology:	\$13 million (an increase of \$4 million)
✓ Total Federal Funding for NC:	\$1 billion (an increase of \$143 million)

²All figures contained in this report are based on data supplied by the Congressional Research Service, past allocation practices of the North Carolina Department of Public Instruction, and preliminary data made available by the United States Department of Education. State agencies and school districts should not rely on the attached estimates when making budgeting decisions for the 2002-2003 school year. Estimates were prepared using a series of assumptions based on North Carolina and United States Department of Education past practice. Practices and underlying data used to make allocation estimates are subject to change.

**NORTH CAROLINA IS UNIQUELY POSITIONED TO TAKE ADVANTAGE OF THE
NO CHILD LEFT BEHIND ACT**

North Carolina's record of education reform is second to none. Since Governor Jim Hunt introduced the ABCs program and challenged the state to become "first in the nation by 2010," North Carolina has emerged as a national leader in standards-based education. The example set by North Carolina's educators, administrators, parents, and students has inspired states across the country to attempt similar reforms. The No Child Left Behind Act builds upon the practice and promise of the North Carolina's example, and provides increased federal resources to maintain the state's commitment to high achievement for all students.

Since statewide testing began in 1992, North Carolina has implemented high academic standards and quality assessments in language arts and mathematics for the elementary, middle, and high school grades. The No Child Left Behind Act requires all states to assess students annually in grades 3-8, in math and reading, beginning in the 2005-2006 school year. Since our state system already requires such testing, this change in federal law will come at a minimal cost to North Carolina.

The law also makes meaningful investments in professional development and teacher mentoring. These programs will buttress North Carolina's longstanding commitment to teacher quality. Attracting and retaining highly qualified teachers remains a challenge for North Carolina, and the state will have to embark on a concerted recruitment and teacher-training effort to comply with the No Child Left Behind Act. Forty percent of all teachers are expected to retire within the next 10 years, and all states may face a sharp increase in retirement rates for teachers in the coming years. Support provided under the No Child Left Behind Act will provide North Carolina with the resources needed to move toward the goal of ensuring that all North Carolina teachers are highly qualified within four years, and that all teachers receive ongoing professional development and support.

On the whole, we in North Carolina are well-positioned to take advantage of both the reforms and the resources contained in the No Child Left Behind Act. While fully implementing the law's new requirements may pose some challenges in the future, I am confident that North Carolina will continue to set the standard for high-quality public education.

NORTH CAROLINA RESOURCES: DISTRICT-BY-DISTRICT SUMMARY

The following table explains the district-by-district financial impact of the No Child Left Behind Act for the 2002-2003 school year. Estimates for fiscal year 2002 are only provided for federal funds dispersed under Title I, Part A of the Elementary and Secondary Education Act (ESEA), the largest federal aid program that makes direct grants to local education agencies. The figures for 2002 are estimates that may be subject to change. School districts should not rely on these estimates when making budgeting decisions for the 2002-2003 school year. The table also assumes that North Carolina will set aside the maximum amount of 1% of statewide funds under the Title I program for administration costs.

District	2001 Amount	2002 Amount	Increase	% Change
Alamance-Burlington	\$1,681,000	\$1,842,000	\$161,000	10%
Alexander	\$509,000	\$616,000	\$107,000	21%
Alleghany	\$298,000	\$310,000	\$12,000	4%
Anson	\$795,000	\$949,000	\$154,000	19%
Ashe	\$623,000	\$741,000	\$118,000	19%
Asheboro	\$496,000	\$580,000	\$84,000	17%
Asheville	\$1,245,000	\$1,531,000	\$286,000	23%
Avery	\$448,000	\$535,000	\$87,000	19%
Beaufort	\$1,467,000	\$1,771,000	\$304,000	21%
Bertie	\$1,060,000	\$1,155,000	\$95,000	9%
Bladen	\$1,117,000	\$1,303,000	\$186,000	17%
Brunswick	\$1,837,000	\$2,238,000	\$401,000	22%
Buncombe	\$2,612,000	\$3,236,000	\$624,000	24%
Burke	\$1,778,000	\$2,162,000	\$384,000	22%
Cabarrus	\$1,071,000	\$1,332,000	\$261,000	24%
Caldwell	\$1,576,000	\$1,906,000	\$330,000	21%
Camden	\$156,000	\$183,000	\$27,000	17%
Camp Lejeune	\$359,000	\$429,000	\$70,000	20%
Carteret	\$1,291,000	\$1,556,000	\$265,000	21%
Caswell	\$530,000	\$626,000	\$96,000	18%
Catawba	\$1,098,000	\$1,366,000	\$268,000	24%
Chapel Hill-Carrboro	\$656,000	\$803,000	\$147,000	22%

District	2001 Amount	2002 Amount	Increase	% Change
Charlotte-Mecklenberg	\$11,132,000	\$14,606,000	\$3,474,000	31%
Chatham	\$620,000	\$715,000	\$95,000	15%
Cherokee	\$705,000	\$847,000	\$142,000	20%
Clay	\$243,000	\$289,000	\$46,000	19%
Cleveland	\$906,000	\$1,077,000	\$171,000	19%
Clinton City	\$608,000	\$744,000	\$136,000	22%
Columbus	\$1,596,000	\$1,947,000	\$351,000	22%
Craven	\$2,393,000	\$2,958,000	\$565,000	24%
Cumberland	\$8,006,000	\$10,362,000	\$2,356,000	29%
Currituck	\$415,000	\$486,000	\$71,000	17%
Dare	\$357,000	\$426,000	\$69,000	19%
Davidson	\$1,143,000	\$1,422,000	\$279,000	24%
Davie	\$367,000	\$438,000	\$71,000	19%
Duplin	\$1,411,000	\$1,703,000	\$292,000	21%
Durham	\$4,322,000	\$5,464,000	\$1,133,000	26%
Eastern Cherokee	\$419,000	\$528,000	\$109,000	26%
Edenton-Chowan	\$533,000	\$648,000	\$115,000	22%
Edgecombe	\$2,232,000	\$2,257,000	\$25,000	1%
Elkin City	\$126,000	\$149,000	\$23,000	18%
Forsyth	\$5,229,000	\$6,626,000	\$1,397,000	27%
Fort Bragg	\$439,000	\$503,000	\$64,000	15%
Franklin	\$1,122,000	\$1,348,000	\$226,000	20%
Gaston	\$4,157,000	\$5,239,000	\$1,082,000	26%
Gates	\$305,000	\$363,000	\$58,000	19%
Graham	\$265,000	\$320,000	\$55,000	21%
Granville	\$1,022,000	\$1,225,000	\$203,000	20%
Greene	\$582,000	\$643,000	\$61,000	11%
Guilford	\$7,164,000	\$9,220,000	\$2,056,000	29%
Halifax	\$2,079,000	\$2,411,000	\$332,000	16%
Harnett	\$2,205,000	\$2,715,000	\$510,000	23%

District	2001 Amount	2002 Amount	Increase	% Change
Haywood	\$1,191,000	\$1,432,000	\$241,000	20%
Henderson	\$1,645,000	\$1,991,000	\$346,000	21%
Hertford	\$1,143,000	\$1,245,000	\$102,000	9%
Hickory	\$673,000	\$795,000	\$122,000	18%
Hoke	\$1,183,000	\$1,423,000	\$240,000	20%
Hyde	\$283,000	\$322,000	\$39,000	14%
Iredell-Statesville	\$1,357,000	\$1,696,000	\$339,000	25%
Jackson	\$539,000	\$635,000	\$96,000	18%
Johnston	\$2,433,000	\$3,009,000	\$576,000	24%
Jones	\$327,000	\$395,000	\$68,000	20%
Kannapolis City	\$638,000	\$753,000	\$115,000	18%
Kings Mountain	\$483,000	\$563,000	\$80,000	17%
Lee	\$1,265,000	\$1,523,000	\$258,000	20%
Lenoir	\$2,160,000	\$2,550,000	\$390,000	18%
Lexington City	\$643,000	\$773,000	\$130,000	20%
Lincoln	\$1,234,000	\$1,486,000	\$252,000	20%
Macon	\$607,000	\$718,000	\$111,000	18%
Madison	\$529,000	\$631,000	\$102,000	19%
Martin	\$1,006,000	\$1,225,000	\$219,000	22%
McDowell	\$811,000	\$965,000	\$154,000	19%
Mitchell	\$328,000	\$386,000	\$58,000	18%
Montgomery	\$737,000	\$878,000	\$141,000	19%
Moore	\$1,506,000	\$1,819,000	\$313,000	21%
Mooresville City	\$203,000	\$242,000	\$39,000	19%
Mount Airy City	\$219,000	\$257,000	\$38,000	17%
Nash-Rocky Mount	\$3,125,000	\$3,905,000	\$780,000	25%
New Hanover	\$3,471,000	\$4,352,000	\$881,000	25%
Newton Conover City	\$246,000	\$294,000	\$48,000	20%
Northhampton	\$920,000	\$1,097,000	\$177,000	19%
Onslow	\$2,904,000	\$3,618,000	\$714,000	25%

District	2001 Amount	2002 Amount	Increase	% Change
Orange	\$563,000	\$685,000	\$122,000	22%
Pamlico	\$389,000	\$470,000	\$81,000	21%
Pasquotank	\$1,260,000	\$1,524,000	\$264,000	21%
Pender	\$1,141,000	\$1,371,000	\$230,000	20%
Perquimans	\$433,000	\$533,000	\$100,000	23%
Person	\$765,000	\$908,000	\$143,000	19%
Pitt	\$3,810,000	\$4,791,000	\$981,000	26%
Polk	\$194,000	\$231,000	\$37,000	19%
Randolph	\$1,242,000	\$1,548,000	\$306,000	25%
Richmond	\$1,631,000	\$1,974,000	\$343,000	21%
Roanoke Rapids City	\$371,000	\$384,000	\$13,000	4%
Robeson	\$5,175,000	\$6,556,000	\$1,381,000	27%
Rockingham	\$1,954,000	\$2,389,000	\$435,000	22%
Rowan-Salisbury	\$2,584,000	\$3,205,000	\$621,000	24%
Rutherford	\$1,589,000	\$1,922,000	\$333,000	21%
Sampson	\$1,147,000	\$1,378,000	\$231,000	20%
Scotland	\$1,386,000	\$1,673,000	\$287,000	21%
Shelby City	\$755,000	\$934,000	\$179,000	24%
Stanly	\$1,058,000	\$1,178,000	\$120,000	11%
Stokes	\$673,000	\$824,000	\$151,000	22%
Surry	\$1,079,000	\$1,294,000	\$215,000	20%
Swain	\$427,000	\$427,000	0	N/A
Thomasville City	\$562,000	\$664,000	\$102,000	18%
Transylvania	\$676,000	\$801,000	\$125,000	18%
Tyrrell	\$190,000	\$237,000	\$47,000	25%
Union	\$1,789,000	\$2,279,000	\$490,000	27%
Vance	\$1,701,000	\$2,081,000	\$380,000	22%
Wake	\$7,490,000	\$9,663,000	\$2,173,000	29%
Warren	\$818,000	\$948,000	\$130,000	16%
Washington	\$571,000	\$699,000	\$128,000	22%

District	2001 Amount	2002 Amount	Increase	%Change
Watauga	\$622,000	\$733,000	\$111,000	18%
Wayne	\$3,255,000	\$4,073,000	\$818,000	25%
Weldon City	\$350,000	\$377,000	\$27,000	8%
Whiteville City	\$518,000	\$628,000	\$110,000	21%
Wilkes	\$1,462,000	\$1,765,000	\$303,000	21%
Wilson	\$2,428,000	\$2,998,000	\$570,000	23%
Yadkin	\$523,000	\$633,000	\$110,000	21%
Yancey	\$456,000	\$544,000	\$88,000	19%

NATIONAL SUMMARY OF POLICY CHANGES UNDER THE NO CHILD LEFT BEHIND ACT

I. Aid for Disadvantaged Children

2001-2002 School Year: \$8.8 billion *nationally*

2002-2003 School Year: \$10.35 billion *nationally* (a \$1.55 billion increase)

Established in 1965, the Title I program helps schools meet the additional academic needs of economically and educationally disadvantaged students. The largest single federal education program, Title I provides aid to over 58,000 public schools in more than 90 percent of the nation's school districts. Over 13.4 million children benefit at least partially from Title I services each year.

The nature and content of Title I services are largely controlled by local school districts. In the past, school districts predominantly have chosen to support basic skill instruction in reading and mathematics. In 1994, however, Congress introduced a framework of standards-based reform aimed at ensuring that all students learn both basic and advanced skills. States were required to develop rigorous content and performance standards in reading and mathematics, statewide assessments in at least three grades linked to those standards, a process for measuring the progress of schools, and a strategy for turning around failing schools.

The No Child Left Behind Act:

- **Improves and expands the existing system of state standards and assessments.** In order to achieve greater accountability, the No Child Left Behind Act requires states to develop and implement high-quality annual assessments in reading and math for all students in grades three through eight by the 2005-2006 school year. Assessments must be valid, reliable, and developed in a manner consistent with professional and technical standards. States must include multiple measures of student achievement. An itemized analysis of test results will be sent to school districts and schools to address the specific needs of students.
- **Provides \$2.3 billion over six years for states to support the development and implementation of new, high quality assessments.** While new assessments are being developed, states will continue reading and math assessments in three grade spans as required by the Improving America's Schools Act of 1994.
- **Holds schools accountable to a fair and rigorous standard for student progress and achievement.** States must define what constitutes "adequate yearly progress" (AYP) for schools and districts. State AYP targets must increase annually so that all students reach proficiency within 12 years. Within that 12-year period, states must raise their AYP targets at least every three years to ensure continued school

improvement. Schools must measure their progress toward each of the targets using annual assessment results. In order to ensure statistical reliability, schools may average assessment results over a three-year period in order to measure year-to-year progress. Under a new “safe harbor” rule, a school may still reach its AYP goal in any given year if it: (1) makes at least 10 percent progress towards the goal of full proficiency within 12 years, and (2) shows improvement on additional assessments or performance indicators defined by the state.

- **Provides an infusion of increased resources to the neediest schools.** Title I funding will grow next year by nearly \$1.6 billion – a 20 percent increase. Because of improved targeting provisions included in the No Child Left Behind Act, high poverty urban and rural areas will see the largest percentage gains. Every major city in the country will see increases of more than 30 percent in Title I funding – including a \$3.5 million (or 31 percent) increase over 2001 funding for Charlotte-Mecklenburg.
- **Holds low-performing schools accountable for results.** After two consecutive years of failing to meet AYP targets, the No Child Left Behind Act requires school districts to identify low-performing schools for improvement and appoint school improvement teams to those schools to help them develop and implement plans for improvement.

If a school does not meet its AYP target for two consecutive years, the school must: (1) implement a two-year improvement plan that incorporates research-based reforms to improve student achievement, (2) dedicate 15 percent of Title I funds for professional development, and (3) provide public school choice with transportation for all students in the relevant school attendance area.

- **Provides extra help and tutoring for students in low-performing schools.** If a school continues to fail to meet its AYP target for three consecutive years, the school must continue to implement its plan for improvement and public school choice and make supplemental services available to the lowest-performing students in the school. If a school does not meet its AYP target for four consecutive years, the school must continue activities from previous years, and implement corrective actions, such as instituting a new curriculum or replacing some staff. After six consecutive years, if a school continues to fall short of its AYP target, it must restructure by replacing all school staff or reopening as a magnet or charter school.
- **Provides parents with tools and information about student achievement.** Parents and the public will receive report cards on their state, school district, and school’s comparative performance. Report cards will provide aggregate student achievement data, detail student achievement data by race and income group, compare school and district performance, and offer information on teacher quality. Assessment reports for individual students will provide diagnostic information to parents and school officials to pinpoint academic strengths and weaknesses.

II. Teacher Quality

2001-2002 School Year: \$2.3 billion *nationally*

2002-2003 School Year: \$2.93 billion *nationally* (a \$630 million increase)

The No Child Left Behind Act:

- **Requires all schools to dedicate 10 percent of Title I funds to professional development.** Current law requires only failing schools to dedicate 10 percent of their Title I funds for professional development. The No Child Left Behind Act requires all schools to dedicate 10 percent of their Title I funds for professional development and failing schools to dedicate an additional five percent for that purpose.
- **Holds states accountable for ensuring that all teachers are highly qualified within four years.** States must submit plans to the Secretary of Education to ensure that within four years every classroom is led by a highly qualified teacher. States must establish a strategy for annually increasing the percentage of teachers with access to high-quality professional development.
- **Defines “highly qualified teacher.”** In order to be considered highly qualified, a teacher must be certified and demonstrate competence in the knowledge, skills, and subject matter involved in their primary instructional field.
- **Defines “professional development.”** The new law ensures that professional development activities funded under the act: will improve teachers’ skills and content knowledge; are an integral part of broad schoolwide and districtwide improvement plans; are tied to state standards, assessments, and curriculum; are intensive, ongoing, and classroom-focused; are designed in consultation with teachers, principals, parents and administrators; and are not one-day or short-term workshops or conferences.
- **Defines “Teacher Mentoring.”** The No Child Left Behind Act ensures that teacher mentoring activities are rigorous, research-based, ongoing, and tailored to local needs.

III. Bilingual and Immigrant Education Aid

2001-2002 School Year: \$446 million *nationally*

2002-2003 School Year: \$665 million (a \$219 million increase) *nationally*

Established in 1968, the Bilingual Education Act (BEA) is the largest federal program that provides assistance to students with limited English proficiency (LEP). Since the BEA’s inception, the federal role has evolved to provide LEP students with instructional support and resources to master English and meet challenging academic

standards in core subject areas. Currently, only 12 percent of the nation's 4.1 million LEP children are being provided services tailored to their language needs under the Bilingual Education Act.

Under the Improving America's Schools Act of 1994, the Bilingual Education Act provided funding through competitive grants to local school districts for bilingual education programs, while also supporting research aimed at improving bilingual education. Likewise, the Emergency Immigrant Education Act of 1994 responded to the financial challenges faced by schools educating large numbers of new immigrant students. Close to one-in-four LEP children are immigrant students, comprising nearly five percent of the nation's total school-age population. Since its inception, the number of children served under the Emergency Immigrant Education program has more than doubled, and today equals nearly one million children and youth.

The No Child Left Behind Act continues support for these proven, research-based bilingual education programs, and provides additional funding and flexibility for local schools to choose the instructional programs that best meet their needs.

The No Child Left Behind Act:

- **Creates a new, formula-based program to support LEP students in all states.** A new, formula-based program under Title III will support LEP and immigrant children in learning English and achieving in core academic subjects. Under this program, federal dollars will support the development and implementation of bilingual education programs, along with a broad range of supplemental services for LEP students. Funding will reach a greater number of school districts by consolidating existing services under the Bilingual Education Act and the Emergency Immigrant Education Act.
- **Targets services to immigrant children and youth.** The No Child Left Behind Act continues to provide tutoring, mentoring, counseling, and other support for immigrant students across the country. Funding that specifically targets immigrant children and youth will be distributed in each state through a set-aside of up to 15 percent.
- **Expands parental notification for services.** The No Child Left Behind Act requires all parents to be notified of their child's designation as limited English proficient, and their options for program services to serve their child. Parents will have the option to decline enrollment of their child in programs or services if they so choose.
- **Maintains focus on research and teacher training.** The No Child Left Behind Act will continue current grants that focus on professional development for bilingual teachers and personnel and will support a national program to award new grants to school districts working with colleges and universities to train and develop highly-qualified specializing in bilingual education. The No Child Left Behind Act also

maintains a national clearinghouse to disseminate research and provide assistance in addressing the needs of LEP students.

IV. After-School Learning Opportunities

2001-2002 School Year: \$846 million *nationally*

2002-2003 School Year: \$1 billion *nationally* (a \$154 million increase)

Begun in 1994 as a \$50 million pilot project, the 21st Century Community Learning Centers program now provides grants to support thousands of after-school programs that help meet the educational, health, social service, cultural, and recreational needs of inner-city youth and rural youth.

The No Child Left Behind Act:

- **Guarantees that districts in every state will receive after-school funding.** Previously, after-school funding had been distributed through a competitive grant process. Funding will now be channeled by a formula that targets states with high levels of child poverty but provides some funding to every state.
- **Expands the types of entities eligible to receive after-school funding.** The types of entities eligible to apply for an 21st Century after-school grant have been expanded to include not only local school districts, but also community-based organizations, local governments, and other public and private entities. When deciding precisely how to allocate funding, states must give priority to applications submitted jointly by school districts and community-based organizations.
- **Strengthens the focus of the program to support the academic enrichment of students.** Activities previously supported under the 21st Century Community Learning Centers program were not required to be tied to the academic achievement of students. Now, eligible entities must carry out activities that promote academic enrichment. After-school educational activities must be based on scientific research that indicates they will help students meet state academic standards.